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Elizabeth Martin TSSA Spring 2013

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Martin, Elizabeth, "Elizabeth Martin TSSA Spring 2013" (2014). *Teaching Skills Study Awards (TSSA) Reports*. 70.

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TSSA REPORT

Name, Department, and Email address:

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Name and Date of conference attended:

26th Annual Conference of the Canadian Association for Translation Studies (CATS),
Victoria, BC, Canada, June 3-5, 2013

Teaching Skills Studied:

One of the most problematic issues in teaching translation is appraising the students' knowledge of translation skills and their competency in translation. One of the ways to tackle this issue highlighted at the CATS conference was to offer students opportunities for translation quality assessment through real-world tasks, such as building a corpus-driven technical glossary for a publication using the lexical analysis software WordSmith Tools to validate their word lists before submitting their glossary to the author. To help students deliver accurate and precise translations within tight deadlines, speed-training exercises can also be introduced whereby students are given 15 minutes to translate a 250 word semi-specialized text with each student's progress being charted through the course. One can also engage students through gamification with the first student submitting a complete, accurate translation receiving the top prize.

Conference presenters emphasized that source texts used for training purposes need to be easily accessible, representative of challenges faced in translation, and up-to-date. Terms may also be studied in context using audiovisual components such as 3D graphics and animation readily available online. The importance of translators keeping abreast of their field of specialization due to constantly evolving products, procedures and terminology, literal versus idiomatic translation, and how words or phrases are conceptualized differently across languages and cultures were highlighted. Careers for translators and interpreters were also discussed.

Impact on Current Teaching:

These instructional strategies will be piloted in Winter 2015 (FREN 321: French for Translation I) and Spring 2015 (FREN 322: French for Translation II) and incorporated in our new courses in commercial and technical translation (FREN 323 and FREN 324) which I hope to schedule in the very near future. The elements that I would particularly like to include are the following:

- Translation careers in the film and television industry (e.g., script translation, voiceovers)
- Localization practices in business (e.g., websites, software, and marketing materials)
- Translation games and competitions
- Speed-training exercises with students progressing towards different levels of mastery
- Semantic mapping, flow charts, and 3-D animation to better understand a term or concept
- Service learning component where students produce a bilingual (French-English) glossary of medical terms to post online for international students in case of medical emergencies (e.g., students participating in the CSU International Programs in France).

Date Submitted: April 16, 2014